A Study of the Teaching-learning Challenges of the 21st Century at University ELT Classroom

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Abstract—**With the increased anticipation of a university degree as a requirement for workforce entry, the criticism of business leaders, and the general public, it becomes critical for institutions of higher education to know what they are offering students, especially the English language and how well this subject is being presented. Therefore, engaging and preparing students for life after school is a great challenge to teachers and institutions. Through the implementation of new tools and practice, this study was designed to explore the teaching-learning challenges of the 21st century at the university ELT classroom. The researcher administered a questionnaire to 171 students and 40 faculty members from three universities in Erbil, Kurdistan Region of Iraq. Statistical Package analyzed the data for Social Science, including descriptive statistical analyses such as the mean and standard deviation, also Pearson Correlation and ANOVA test to compare the groups' responses. The results showed that learning a second/foreign language collaboration skills while in the classroom inside universities is one of the suitable ways for learning in current time. Furthermore, students in universities have been able to assess their collaboration skills when working through group effectively and positively effect their learning of the English language. Finally, the students have tried to develop their skills using technology as a tool for learning; this is showing as finding in this study that the availability of tools or technology devices positively and effective factor for students to learn second/foreign language and skills in their universities.**

Keywords—**Collaboration, Communication, Creativity and innovation, Critical thinking, English as a second/foreign language, Self-direction skills, Use of technology.**

I. Introduction

A. The Problem of the Research

With the increased anticipation of college or university certificate as a precondition for entering competing forces among learners, and the increasing costs of post-secondary education, it has become necessary for higher teaching institutions to be aware what universities offer students in terms of modern educational methods and methods and how well these educational offerings are to students. Meaningful and meaningful education that prepares students for a meaningful scientific life and an ever-changing world of work is what these learners are looking for to develop themselves and their potential. At that time, it became the responsibility of the Higher Education Institution to evaluate the educational curricula (theoretical-practical) and the percentage of their effectiveness and impact on the level of modern education to determine what they offer students in terms of these needs. Therefore, what are the challenges that face teachers and students that can be incorporated in the classroom to achieve skillful and expert students who are ready for the workplace?

Challenges related to ancient practices and ancient traditions have also been made in colleges. Olson (1991) indicated that universities and colleges should be fully aware of the modern world and the methods of modern technology in which graduates are searching for work and what are the requirements of the field of work in terms of multilingualism and the use of modern technologies. If the educator in these universities put students and their future first, then the old traditional methods are eliminated. Olson suggested that cooperation and sharing ideas, training courses, and workshops enclosed by aim departments and outside the limitations of the university. It helps students to find the most meaningful opportunities and the development of faculty members to build modern educational methods in the future. Faculty members in colleges and universities must participate in educational activities and courses and how to

use techniques and programs in modern learning technology, as learners and lecturers.

Therefore, it has become necessary to reconsider the development of educational institutions in colleges and universities in general, and to know what they offer to students in terms of curricula and the quality of what they offer to learners. Education that aims to change and develop in methods of serious teaching methods prepares students for advanced scientific life and a changing professional world that aspires to modern development constantly, that is what learners are looking for. Then, the methods of modern education become part of the responsibility of the higher education institution in evaluating the curricula of universities, and working on the continuity of their development to determine what they offer to students and their needs in this field.

B. Aim of the Study

The study aims to reveal the difficulties that teachers face in teaching the English language and to dictate the extent to which contemporary. Learning skills are modeled in academic study curricula. Addressing the challenges that face teachers and student were measured by Ravitz et al., 2012, model based on eight criteria including: (collaboration, critical thinking, creativity, communication, self-direction, innovation, global connection, local connection, and the use of technology as a modern tool). These objectives are specified in the following manners:

1. Discover the students' perceptive capabilities and the staff of lecturers in terms of the extent to which they can combine critical thinking skills in the comprehensive academic curriculum in the universities being studied.
2. Observing students and faculty members in terms of the application of collaboration skills into the overall academic program at the universities being studied.
3. Presenting the current situation regarding communication skills incorporation in the academic program at the universities being studied?
4. Analyzing the perceptions of students and faculty in terms of creativity and innovation as a modern challenge to both student and faculty staff.
5. Analyzing the current status of learners and faculty in idioms of self-direction skills.
6. Offering a useful point of view about global connections as an essential tool for the student in this modern age of globalization.
7. Applying solution to local connections problem that is considered to be a huge challenge to students and faculty staff at the universities understudied.
8. What are the perceptions of students and the staff of lecturers in terms of using technology as a tool in the classroom, and how can we apply it in every lecture?

C. Research Questions

This study focuses on the challenges and learning difficulties that face students and faculty members in the classroom. Consequently, research problem questions can be summarized according to what are the obstacles that students and professors face while learning English. They can model teaching tools to improve the English language in the classroom for both professors and students according to the following:

- The Professional and Applied Development – For teachers:
  1. Do language teachers face challenges in their target classes?
  2. Do they use global topics to develop class connections in the target classes?
  3. Do they use local topics to develop class connections in the target classes?
  4. What is the variety of challenges do teachers face in developing students' critical analysis?
  5. What challenges that teachers face in teaching innovatively and creatively?
  6. What challenges do educators face in their language class management?
- The Personal Development – For students
  1. Do private universities students face problems in developing their learning collaboration skills?
  2. Do they use their self-direction autonomous learning skills in developing their English performance?
  3. Do students think that using learning technology will best help them develop their language learning?

D. Significance of the Study

Looking at today's education problems, the whole world is searching for new tools and skills to continue the educational process. This study provides some tools that can help students and teachers alike. It works on using new technologies to shape the education of the 21st century, as it continues to influence how information and modern methods are transferred and exchanged between educational institutions. This greatly helps to develop the skills of professors who need them in the practice of student teaching – and raises the question of whether current teaching methods used in teaching practice recognize these important skills. This study confirms the term teaching practice, which represents a group of experiences that teachers provide and is shared with learners when they work in the classroom.

This research gives a clear indication of the importance of how teachers plan and assists those using modern techniques to ensure the development of teaching English as a second language in the KRG and raising the level of students.

This study will provide some of the skills studied to raise the level of scientific students, including critical thinking where students can analyze complex problems and explain them to reach the goal of information, and to investigate questions that do not have clear answers, and to evaluate different views of researchers or from information sources.

E. Limitations of the Study

This study was restricted to three private universities located in a province in the Kurdistan Region of Iraq. The knowledge, perceptions, the assimilation of teachers and learners who participated in the research procedures was unique, as it

contributed a very large role to reaching a positive result for the research by these three private institutions. With a number of works that have been developed on the most important educational problems in the 1st century

- Twenty, this study was also limited to a set of specific areas of participants.
- In terms of teachers and learners.

II. Literature Review

A. Teachers' Challenge in Language Teaching

Educators can play a role in facilitation, invention, motivation, counseling, and support for the education of a group of language learners. These roles can be measured as key factors in achieving learning English language as a L2. It is the duty of teachers to motivate and develop themselves before performing the lecture, then encourage and urge students to motivate their educational system to be enthusiastic about increasing the value of the semester hour. This is so that they can achieve the primary goal in learning the language. As Dörnyei (2001) notes, teacher responsibility will be more comfortable if students are motivated and encouraged.

For teachers a special picture in front of students, where the student considers that the teacher is the ideal for him, Hattie, 2003, explained that the teacher's personality has a very effective impact on the student and is considered a vital catalyst to attract the learner to understand the lessons, and the most important of these characteristics are value, and behavior, signing, personality, their manner and actions in the class, and their capability to manage the class and control, so the most important determining factors depend on everything that is vital is to make the teacher effective with his personality, and how to mix his personality with the academic climate. Where teachers have a duty to respect students and know how to behave with them, to show interest and commitment and to set boundaries at the same time.

These characteristics are considered to be role models for teachers, through this respect, Where they can address the potential obstacles faced by both the teacher and the learner, and in this way searches for ways to get rid of these obstacles from both sides, teachers must finding a solution if learners have an difficulty or problem to address the subject. Second, lecturers also need to communicate between them and learners to raise their enthusiasm for education, because such issues will effectively help an immediate increase in student motivation, make them motivate and feel good mood in the classroom, by focusing on guidelines, goals of academic achievement and mastery: Instead of competitive goals and interpersonal comparison. Outstanding teachers drive the internal encouraging students to cultivate the greatest power in their education (Anderman, 2010).

B. The Most Important Challenges that Teachers Face in Developing Curriculum

Teachers have a very important role as they can participate in the development of the educational process, by developing curricula and searching for gaps facing the teacher and the learner. The process of developing the curriculum is not an easy job as it requires teachers to think about how to develop the needs of society at every stage of development, how to benefit from scientific materials especially with regard to language teaching and the extent of its social use as a second language. Sometimes, the educational process is successful and eligible, but the problem is the teacher's performance. For example, in South Africa, most teacher performance is not qualified and lacks the skills to participate in the performance of methodology development.

Since their style of participation in developing the process was not well thought out, for this reason, teachers face some problems in curriculum development (Graddol, 2000). What lies behind this, there must be progress and improvement in improving the experience of teachers, so that teachers can constantly think about all that is needed in the process of developing the curriculum. On the other hand, in the course of any course, not all teachers will be able to participate. However, courses should be coordinated and teachers with the opportunity to do so be advised to do so as Handler (2010) indicated, so we think about how much of a teacher education program is required to design a sophisticated curriculum. There is always a need to apply to study curriculum development.

C. Other Challenges in the Language Learning Procedure

Students become excessively based on the teacher

Most of the time, students will automatically look to the teacher for the correct answer without any reaction from the student for the question or for any kind or response instead of trying themselves. When the teacher pushes stress on students to answer each time, it became a serious problem. Instead, concentrate on suggesting them positive encouragement and activities. This will help a student to like the class, and students will feel more comfortable and more willing to answer because they like the circumstance of the class. Instructors must usually change the class to another playful atmosphere in order students not feel boring in the class, should change their mood to funny time, and then return they are mid to the formality of the class. It makes them refresh as it is crucial.

Persistent use of first-language

When a learner decides to learn a second/foreign language, they need to be cautious about using this language as much as possible. The successful learner takes responsibility for finding any opportunity to interact with the language. However, teachers will face a problem when learners refuse to use the language, but still, they have to stop them from using their first language in the classroom.

The student is challenging, loud, or distracting of others

Any negative emotional feelings by students are possible to tolerate, because they may not be familiar to foreign language classes. Sometimes learners confuse about the topic. A teacher should be aware of disordering students and those who not accustomed to the subject. This is a challenge for teachers because they have to deal with a variety of learners with limited time and sources.

Students are unprepared

Learners are responsible for varieties of lessons and works. That is one of the reasons why students are unprepared for each subject as well as they must be. Teachers are challenging this problem in English or other language classes.

Tardiness

With lots of works and responsibilities, learners get tired. Teachers have to deal with their mood and tiredness, and the teacher is challenging to be an active person in order not to face problems in class with the weariness of students.

Real-world application

It is imperative to combine real-world with class contexts; teachers may not have enough materials to apply lessons or to present a new topic. They can easily relate the topic to real-life situations. For example, it's a quire challenging to talk about simple past tense or not having suitable materials to apply the lesson so that teachers can relate past tense meaning to their last birthday party or last vacation with family.

Written versus spoken English confusion

Written language is sometimes difficult for students to do deal with. When learners are at a basic level, they face many mispronounced and unclear words while reading a written text. Spoken language usually easier for students because they utter what they have in their minds; when they cope with witten language, they will face obstacles. This problem is one of the teacher's challenges, and students are about written words why they pronounce in this way and write differently.

D. Responding to the Challenges of English Language Teaching in the Current Time

A new model – bilingual literacy

The proposed model, "*One brain – two languages: Theory, research, and professional development*" places English as a second/foreign language within the larger research of literacy attainment and huge skill in at least two or more than two languages, the mother language, and the second/ foreign language and is established in learning the other language will deferent with the mother languages a time have invented to lecture the condition where the stages of ability (achievement) of each foreign language are at different levels: The mother language being more capable than the foreign language, but it has an important issue in the learning the second foreign languages recognizing that the fundamental mental procedures for understanding language are the same issue and procedures. (Nicol, 2001) and assumes that "literateness is a postponement of second /foreign ⌐ language learning to design which involves more than deciphering" (Westby, 2002. p. 73). Second /foreign ⌐ language learning involves a horde of not easy situation reasoning procedures public speaking place in the human brain (Berninger, 2004).

Professional development of staff

Creativity

Study on creativity with implementation of challenges from teachers is prepared with the low quantities. It categorizes its limit within classrooms in many types, such as loyalty to the program and professional way of other language learning, implementation of imagination, and a short course of training in the development of creativity Kampylis et al., 2009; Kokotsaki, 2011. Stranded in study findings and result as data, these studies asked especial language learning teachers how they favor students to understand during classroom discussions learning in second/forging language. For example, Beghetto (2007) asked secondary especial language learning teachers their commitment and loyalty for exclusive against pertinent answers. Suitable answers were defined as students using creative thinking skills, including innovation in information and communication as wide-ranging standpoints, and creative influences. In contrast, applicable answers were defined as involving answers and representative one's capability far from deviating from the curricular prospects. The big issue of especial language learning teachers preferred significance over individuality. Therefore, it is fundamental factors to note that creativity needs both individuality and significance (Amabile, 1996; Plucker et al., 2004), as it is vital to teaching especial language teaching teachers how to recognize, innovate, and measure these fundamentals and hearten their students to more develop their creative levels (Beghetto, 2007).

Teachers' effectiveness

According to Borkar and Rajeswari, (2013), the use of the educational system to evaluate student's performance is based according to the actual size of teachers. Paolini (2015) stated that "excellent instructors are socially complex, respectful, intense, and compelling. The task students to exertion to their possible by situation high, yet sensible expectations, highlighting open dealing between persons, and requesting higher-order innovation questions that rouse discussion." The teachers as the critical and important memberships of the culture are responsible for having depositary of all the capitals – the human intellect, and they are field the luck of other persons and the development in their preparing responsibility, they have attained a high-class location in societies all over the world (Borkar and Rajeswari, 2013).

Creative thinking

Creative thinking is evolving the creative thought, including both creative thinking of pre-service teachers. Creative belief can be determining the situations and measures, producing new types of environments, creating cautious elucidations or finding the way for solving the problems (Moseley et al., 2005, p. 313) It is authoritative for teacher education agendas that they develop, model, and measure what it factors to be imaginative (Beghetto, 2007) Pre-service teacher must prove the ability to work successfully and deferentially with diverse teams; exercise flexibility and readiness to be helpful in making necessary negotiations to achieve common aims; andplan teaching decisively using a large range of information in innovation creation techniques heartens students to follow creative thinking and problem-solving skills. When pre-service teachers observe and assess instructional systems from different views, they think in new instructions, and manufacture invaluable information ways to establish their creative thinking abilities.

Critical thinking

Study on the central rationale in educator education has classically attentive on great likeness through course job and work plan. The worldwide contest is to inspire pre-service educators "to reproduce on their repetition in expressive types, to reflect the impact their teaching has on student learning, and increase ways that will stay with them" (Ward and McCotter, 2004, p. 244). Teacher teachers have calculated projects that allow pre-service teachers to repetition and prove great likeness. Researchers calculated the expansion and quality of central likeness skills using a common outline: A low equal is recognized as attention on themselves and education work. At the same time, a high level is established by attention on education and numerous standpoints, resulting in a transformative change in teaching training (e.g., McDonald and Kahn, 2014; Ward and McCotter, 2004).

Creativity and innovation skill

Teachers are an important issue as central to encourage new ideas and information in the program project. Therefore, it is significant to understand that additional individual will also be provided in the innovation procedure (Fullan, 1991). The implementation contributors who become provide in determining whether an innovation will be accepted differ from setting to situation and formwork, as well as, the exact context of language providing to learning the human, however, contributors tend to undertake positive social characters which define their significant points with other contributors. The municipal organizers in the learning strategy plan, Bolt and Flynn P (2010), have recommended that persons narrate to each other as adopters, identifying, customers, contractors, or businesspersons. In practical dialectology, Kennedy, (1991) has used these differences to investigate the persons of contributors in an aid-funded language teaching development situated in a university; in this condition, an expatriate curriculum expert collaborated with host state teachers in the expansion of innovative tools required.

Communication skills

The implication put in sanitizing communication skills between teachers impacts very positively of student learning the second/forgone language as a critical effect in connecting students' in the several kinds of their knowledge. By taking the important that, classroom administration by teachers as styles with great communication skills between teachers in hand and between students in the other hand, as well as, the communication between teachers and students is more important for success the learning process in the type of using the classroom for students and supporting them with the best environments for teaching and learning, also the main factors in achieving central educational objectives. Regrettably, communication skills, and administration styles for the classroom in second/forgone language learning are almost seen as inaccessible mechanisms.

Self-direction skills

The cumulative contribution of university students in management actions and learning in current years has importantly

donated to our skills of cooperative dealings between private universities and public universities with taking by important that the management staff of universities how they involving the teachers and student between each to gather to learn the second languages in the other hand that the student how involving they self or between each together inside the classroom by the objective of understanding and learning the second language which is forgone languages. While youth management is not a developing idea, significant work is existence done to empower youth to take leadership roles in learning activities, public action, result manufacture, and advanced their vocation high-quality. Simplification of management progress at a young age programs youth's willingness to assume management as family and community members, continuous learners, and future specialists. It is critical to comprehend how management is defined from a youth standpoint. This is particularly correct in actual life section, where a significant percentage of students are from the small size of socio-economic experience and have borders as cycle educational, monetary, and career chances (Gallo and Beckman, 2016; Kannapel et al., 2015). Therefore, there is an unremitting need to close the success gap and promote family and public engagement to reduce high dropout rates between students (Herzog and Pittman, 1995; U.S. Department of Education, 2011).

Global connections

Globalization in current technology time is frequently identified with the availability of internet and web pages toward to getting more size of information in little of times generally and in the learning section and situation which is insured effect of the finding an easy way to learn and understand the new languages and its more important for motivate persons and increase the level of their personality in their work and responsibilities in the total of the worldwide and for that person which they have the plan to increase their skills and knowledge, mentioning to the development technology and internet of individuals and organizations through the world. Globalization is both a procedure and a model. While the theory of globalization is comparatively new, the procedure is not.

III. Methodology

This study used a descriptive survey design that investigates both the viewpoint of academic English teachers and English language learners as a second language in relation to studying the challenges of teaching and learning in the twenty-first century in the ELT semester. To answer the objective assumption in this study, relevant data were collected using a well-designed questionnaire, which was distributed to a random sample of English language teachers and English language learners in private universities in the city of Erbil in the Kurdistan Region. The questions present in the survey part of this research paper were formulated Based on questions from previous surveys on the subject of research. The study was designed to obtain information related to the following specialties:

A. Demographic Information for Teachers
- Gender: Male ( ), Female ( ).
- Age: 27-35, ( ), 36 and 43 ( ), 44 and more ( ).
- How long have you been teaching English Language ------ ------ years?
- Scientific Title: Assistant Lecturer ( ), Lecturer ( ), Assistant Prof. ( ), Prof ( ).
- Name of the University: --.

1. Demographic information for learners:
- Gender: Female ( ), Male ( ).
- Age group: 18-21, ( ), 22-26 ( ), 27-35 ( ), 36 and more ( ).
- First Language: Kurdish, Arabic, Turkish, and Other.
- Your Level: First, Second, Third, Fourth.
- Name of the University: --.
- Department: ELT ( ), Other ( ).

In the current research, the number of participants is 211 students and teachers of the population, 171 students and 40 teachers. Data are collected during the first 2 weeks of November of the academic year 2019–2020. Two types of questionnaires were used to collect data for analysis, for both students and teachers regarding nine domains of teachers and learners' skills. Of these, six of them for The Professional and Applied Development - teachers skills and three domains for The Personal Development students' skills.

B. Sample Size Sharing Out (Teachers) Table I

TABLE I
SAMPLE SIZE SHARING OUT (TEACHERS)

Section	Sample size sharing out	Percentage of Sample size distribution
Assistant lecturer	25	62.5
Lecturer	3	7.5
Assistant Prof.	8	20.0
Prof.	4	10.0
Total	40	100.0

Sample size sharing out (students) Table II

The researcher chooses the last year students in all universities as the population in this study in terms of collecting the correct data through distributing the survey questioners by randomly way toward data collection as participative have an equal chance for answering the survey questions.

TABLE II
SAMPLE SIZE DISTRIBUTION (STUDENTS)

Section	Sample size sharing out	Percentage of sample size sharing out
Cihan University	62	36.3
Tishik International University	48	28.1
Lebanese French University	61	35.7
Total	171	100.0

IV. DATA ANALYSIS

Table III shows the summary of the five highest means in questions for teachers.

All the questions mentioned in Table III indicate what reflects the question from the highest average of the questions that have been derived from effectively evaluating the creativity and innovation skills of learners, which means that the average 4.3 This means that most of the participants who answered agree strongly, and the second question also reflects the highest average of the questions which determines how they will present their work or show their learning, mean 4.23 and this means most of the participants were that the answer is strongly agree, and in the question shows the third highest average of questions that answer the questions in front of the participants, the average is 4.23 and this means that most of the participants who answered that they strongly agree to this question and reflect the third highest average of the questions students use for mobile phone and applications, and the average is 3.85 which means that most of the participants answered strongly agree.

Table IV shows the summary of the five highest means in questions for students.

Reference to the all questions which mentioned in Table IV, this question reflects the highest mean of questions which I have learned collaboration skills while in the English Language class, the mean is 3.9591 this mean that the most of participants answered strongly agree, this question reflects the second highest Mean of questions which I have been able to effectively assess my collaboration skills, the mean is 3.9006 this mean that the most of participants answered strongly agree and this question reflects the third highest mean of questions which work in pairs or small groups to complete a task together, the mean is 3.8947 this mean that the most of participants answered strongly agree.

V. CONCLUSION AND SUGGESTIONS

A. Conclusion

The followings are the critical conclusion points:
1. According the first highest mean 3.959 in student SQ, learning second/foreign language through students accounting to their collaboration skills while in the classroom inside universities is one of the suitable ways for learning in current time.
2. The second highest question student SQ reflects mean 3.90 of questions which students in universities have been able to effectively assess in their collaboration skills.
3. The third highest mean of student SQ mean is 3.89 which mork in pairs or small groups to complete a task together, this is result that working through group effect very positively of learning English language through student in Universities.
4. The other highest mean in student SQ mean is 3.86, the students have tried to develop the skills in using technology as a tool for learning, this is showing as finding in this study that availability of tools or technology devices one of the positive effectiveness as factors of learning the second/ forgone from students in universities.

TABLE III
THE DESCRIPTIVE OF STATISTICS (TEACHERS)

Items	n	Minimum	Maximum	Mean	SD
Assemble information for usage in presentations such as figures, tables, graph, or charts	40	2	4	3.50	0.716
Using media other than a written paper such as posters, video, or blogs.	40	2	4	3.50	0.716
Make and distribute an oral presentation to the teacher (?) or others?	40	2	4	3.50	0.716
Response to queries in front of an audience.	40	2	5	4.23	0.974
Choose how students present their assignments or validate their learning.	40	2	5	4.23	0.974
I help in the development of student's communication skills	40	2	5	3.28	1.198
In my class the majority of students practice communication skills.	40	3	3	3.00	0.000
Students assessment is done effectively in regards to communication skills	40	2	4	3.30	0.853
Education about other countries or cultures is included in my lectures.	40	1	4	2.53	1.109
Other countries and cultures are learned in my class	40	1	4	2.53	1.109
Debate about subjects connected to global interdependency such as environmental trends, international market economy).	40	2	4	3.03	0.947
Appreciate other cultures experiences	40	1	4	2.50	1.109
Learning the geography of foreign countries.	40	1	4	2.35	1.231
Echo foreigners experiences in local issues and how it is related internationally	40	1	4	3.00	1.219
Global connections skills are practiced and developed by students	40	3	5	3.63	0.740
Global connections are learned by the majority of the students in my lecture.	40	3	4	3.35	0.483
Student assessment in regard to making global connections is done effectively	40	2	5	3.38	0.897
Inspect themes or subjects pertinent to student's family or community.	40	1	5	3.45	1.584
Students practice the knowledge of local circumstances, matters or difficulties.	40	1	4	3.30	1.181
The community is involved in class scheme or action.	40	1	4	3.42	1.083
Bringing stakeholders or community members to interpretate any problem.	40	2	5	3.53	0.987
Answer any question or duty concerns of community affiliates or groups	40	2	5	3.50	0.987
I have strained to progress students' skills in creation of local connections	40	2	4	3.35	0.864
local connections is learned by all students while in my lecture	40	2	4	3.35	0.864
Assessment of students' skills in making local connections is done efficiently.	40	3	4	3.13	0.335
Data were linked to different foundations before concluding a job or assignment.	40	1	4	2.80	1.203
Student's conclusions are drawn based on examination of facts, or applicable evidence.	40	1	4	2.80	1.203
Recap or generate student own understanding of what they have learned.	40	1	4	2.93	1.269
Examine perspectives, arguments, or answers to a problem.	40	2	4	3.20	0.85335
Persuasive argument was developed according to backup indication or perceptive.	40	2	5	3.25	1.080
Complex problems are solved and emphasized on wrong answers.	40	2	5	3.35	1.231
Critical thinking skills are developed by students.	40	2	4	2.80	0.758
The majority of students educated in regard to critical thinking skills in lectures.	40	2	4	3.23	0.832
Critical thinking skills are assessed effectively.	40	2	5	3.53	1.261
Brainstorming or concept mapping are practiced in the class.	40	1	4	2.50	1.109
Students create their own thoughts in regard to problems or questions.	40	2	5	2.78	1.165
Examination of dissimilar ideas and learn how to expand them.	40	2	5	2.78	1.165
Create an answer to a complicated, open-ended question	40	2	4	2.65	0.949
Generate a product or performance to prompt student's ideas.	40	2	4	3.18	0.675
I have applied and improve students' creativity and innovation skills	40	3	5	3.78	0.698
Creativity and innovation skills were learn during the lecture.	40	3	4	3.62	0.490
Students are assessed professionally in the subject of creativity and innovative skills.	40	3	5	4.30	0.687
Homework and take home-assignment.	40	2	4	2.70	0.966
Absence of reliability in the ability level of the students.	40	2	4	2.70	0.966
Students' persistence on talking in their first language	40	2	4	2.70	0.966
Understanding syllabus and the importance of time.	40	2	4	3.07	0.797
Discrepancy between educational style and learning results	40	3	4	3.20	0.405
Laggards	40	3	4	3.58	0.501
Reluctant to speak and contribute learners	40	3	4	3.32	0.474
Discouraged and strained learners	40	3	4	3.58	0.501
Loud and disobedient learners	40	3	4	3.85	0.362
The use of cellphone and apps buy learner	40	3	4	3.85	0.362
Valid N	40				

5. The first highest mean 4.3 in teachers SQ, as finding teachers have been able to effectively assess students' creativity and innovation skills.

6. The second highest mean 4.23 in teachers SQ, the researcher fond that the student preparing the best learning English language in classroom and they are present their work or demonstrate learning procedure.

7. The other second highest mean 4.23 in teachers SQ according to answering questions through teachers in front of an audience, this is showing that the level of responsibility

TABLE IV
The Descriptive of Statistics for Survey Questioner Students

Items	n	Minimum	Maximum	Mean	SD
Work in pairs or small groups to complete a task together	171	1.00	5.00	3.8947	0.98848
Work with other students to set goals and create a plan for the team	171	1.00	5.00	3.8129	0.92040
Create joint products using contributions from each student	171	1.00	5.00	3.7251	0.92062
Present your group work to the class, teacher or others	171	1.00	5.00	3.7485	0.86156
Work as a team to incorporate feedback on group tasks or products	171	1.00	5.00	3.6316	1.03409
Give feedback to peers or assess other students' work	171	1.00	5.00	3.7018	0.91327
I have tried to develop my collaboration skills	171	1.00	5.00	3.5029	1.02541
I have learned collaboration skills while in the English Language class	171	1.00	5.00	3.9591	0.89019
I have been able to effectively assess my collaboration skills	171	1.00	5.00	3.9006	0.85168
Take initiative when confronted with a difficult problem or question	171	1.00	5.00	3.4678	1.04198
Choose your own topics of learning or questions to pursue	171	1.00	5.00	3.5556	0.98286
Plan the steps you will take to accomplish a complex task	171	1.00	5.00	3.6374	0.91882
Identify what examples to study or resources to use	171	1.00	5.00	3.5906	1.12025
Monitor your own progress towards completion of a complex task and change your work accordingly	171	1.00	5.00	3.4035	1.03230
Use specific criteria to assess the quality of your work before it is completed	171	1.00	5.00	3.5965	0.97365
Use peer, teacher or expert feedback to revise your work	171	1.00	5.00	3.7719	1.06855
I have tried to develop my self-direction skills	171	1.00	5.00	3.4386	1.11172
I have learned self-direction skills while in the English Language class	171	1.00	5.00	3.7602	0.94921
I have been able to effectively assess my self-direction skills	171	1.00	5.00	3.5380	0.98966
Use technology or Internet for self-instruction (e.g., videos, tutorials, and self-instructional websites)	171	1.00	5.00	3.7485	1.23714
Select appropriate technology tools or resources for completing a task	171	1.00	5.00	3.6140	1.05865
Evaluate the credibility and relevance of online resources	171	1.00	5.00	3.6199	1.01834
Use technology to analyze information (e.g., databases, spreadsheets, and graphic programs)	171	1.00	5.00	3.7076	1.14116
Use technology to help us share information (e.g., multi-media presentations using sound or video, presentation software, blogs, and podcasts)	171	1.00	5.00	3.7485	1.11193
Use technology to support team work or collaboration (e.g., shared work spaces, email exchanges, giving, and receiving feedback)	171	1.00	5.00	3.6491	1.18060
Use technology to interact directly with experts or members of local/global communities	171	1.00	5.00	3.6023	1.00867
Use technology to keep track of your work on extended tasks or assignments	171	1.00	5.00	3.5556	0.98286
I have tried to develop my skills in using technology as a tool for learning	171	1.00	5.00	3.8655	1.02872
I have learned to use technology as a tool for learning while in their English Language class	171	1.00	5.00	3.7895	1.04718
I have been able to effectively assess my skills in using technology for learning	171	1.00	5.00	3.6140	1.10753
Valid N	171				

from teachers are positive in the section of audience or consideration to audience.

8. Learners' through using cellphone and apps by teachers in classroom effect positively in learning procedure to students according to finding and result in this study, mean of this question in teachers is also high.

9. As finding in this study the teachers have been able to effectively assess students' skills in making global connections.

We conclude from the foregoing that the features and roles of the 21st century teacher are represented in several things, the most important of which are: Realizes the importance of the profession practiced and the sacredness of its mission. Participates in the educational decisions making, curriculum development and study materials are able to extend the educational process outside the walls of the educational institution, by linking the subjects taught in class with the daily life of learners, where the student comes to the university and become an expert in the search for information. Finally, teachers of the 21st century must realize that in the era of the revolution of information and advanced communication technologies, it is no longer the only source from which the learner receives; rather, there are more effective and deeper means, and this requires the creative and informed use and effective use of these means in the service of the educational process.

B. Recommendation

According to finding and result in this study, some of the most important key ideas and recommendations for the teachers and students in universities are listed below:

- The student in universities should collaboration their skills in learning second/foreign language procedure because it is suitable ways for learning in current time.
- The management in universities should provide their teachers in classroom with students the high technology tools and devices toward of better ongoing English language learning and develop their skills.
- The students in universities should have been able to effectively assess in their collaboration skills.
- The teachers should use cellphone and apps inside the classroom, by the objective of better learning from students in second/ foreign languages.
- Preparing the conference for learning the second/foreign language important and the management from universities

should prepared every year or 6 months because of answering questions through teachers in front of an audience calculate as one of the reasonable way for learning.

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